



# Section 31a State Aid Effective Date – October 1, 2017 2017 Changes Review

**Michigan Department of Education  
Office of Field Services  
Special Populations Unit**



# **MDE - Office of Field Services Special Populations Unit Section 31a**

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# Session Overview



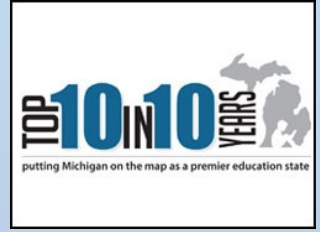
- Changes and Implications in Section 31a Legislation Effective October 1, 2017
- Review the subsections of the legislation
- Not providing guidance on sub-sections on hold during supplemental budget deliberations
  - Sub-section (11) – Professional Development
  - Sub-section (19) (a) (i, ii, iii) – At-risk Pupil Identification
  - Schoolwide program implementation
- Session Two (Following the Break)
  - Section 31a Program Monitoring Indicators and Companion Guide
  - On-Site/Desk Reviews

# Section 31a Intent and Purposes



Provide instructional and direct non- instructional support services for pupils to achieve regular attendance, reading proficiency by the end of 3<sup>rd</sup> grade, math proficiency by 8<sup>th</sup> grade, and career and college readiness by the end of 11<sup>th</sup> grade.

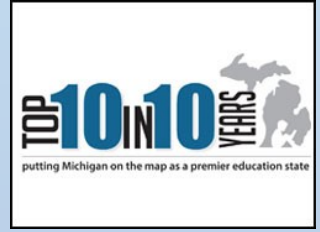
## Sub-Section 1: Intent and Purposes



### Key Points

- Pupils proficient in ELA by the end of Grade 3
- Pupils proficient in Math by the end of Grade 8
- High School Graduates are Career and College Ready (CCR)
- Pupils are attending school regularly
- Primary Health Care Services
- Hearing and Vision Screening

# Sub-Section 1: Intent and Purposes - Continued



## Implications

- Assessment Accountability
  - MSTEP – Grade 3 – ELA (Accountability Factor - Subsection 14)
  - MSTEP – Grade 8 – Math
  - Reading, Mathematics, and Science Portion of State Assessment – Grade 11 (Accountability Factor - Subsection 14)
- Attendance
  - Individual student attendance

# Sub-Section 19 (b): Economically Disadvantaged Definition



## Key Points:

“Economically Disadvantaged” (ED) means a pupil who has been determined eligible for free or reduced-price meals as determined under the Richard B. Russell national School Act, 42 USC 1751 to 1769:

- In a household receiving supplemental nutrition assistance program (SNAP) or temporary assistance for needy families’ assistance (TANF)
- Is homeless
- Is migrant
- Is in foster care

# Sub-Section 19 (c): English Language Learner Definition



## Key Points:

- “English Language Learner” means limited English proficient pupils who:
- Speak a language other than English as their primary language
  - Have difficulty speaking, reading, writing, or understanding English
  - Implications:
    - Ensure that English Learners are accurately identified.



## Sub-Section 2: Out of Formula LEA Eligibility



### Key Points

Out of Formula schools now receive funding!

### Implications

- Receive 30% of what you would otherwise be eligible for.
- Make sure your economically disadvantaged students are accurately identified.

## Sub-Section 2: Out of Formula LEA Eligibility - Example



LEAs with combined state and local revenue **GREATER** than basic foundation will receive 30% of what you would otherwise be eligible for [Section 31a (4)]:

- Out of Formula **District – 1234**/Total number of ED Students = 500
  - \$7,694 Statewide Average FTE X 11.5% = \$885
    - Total At-Risk Allocation if In-Formula (500 X \$885)= \$442,500
    - Total At-Risk Allocation for District 1234 (\$442,500 X 30%) = \$132,750
      - Subject to Proration

## Sub-Section 3: Multi-Tiered System of Supports (MTSS)

### Key Points

- Complies with Third Grade Reading Law (Section 1280F of the Revised School Code, MCL 380.1280F)
  - Use resources to address early literacy in Grades K-3

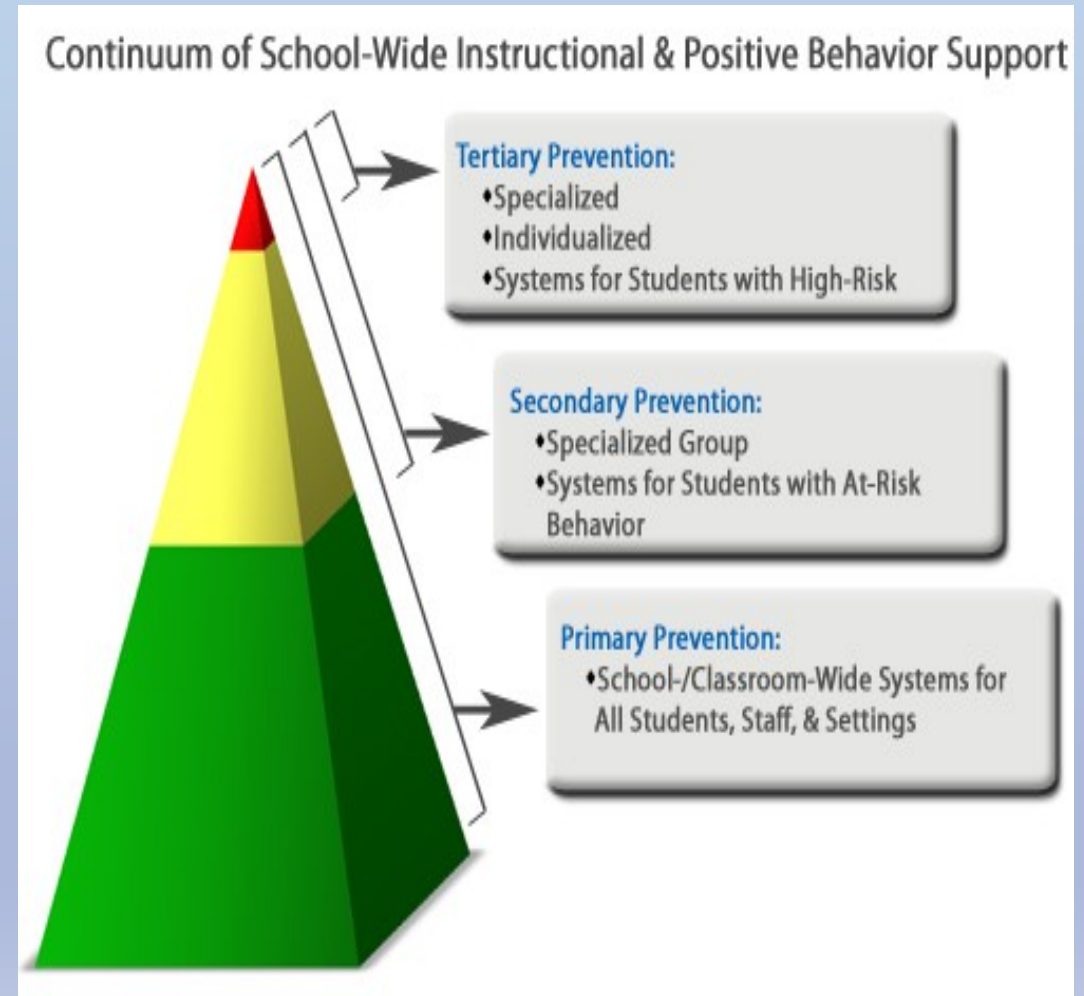
## Sub-Section 3: Multi-Tiered System of Supports (MTSS)

### Key Points

- Implements MTSS 4-8; if not a 4-8 entity, **then all grades it operates**
  - a) Implements effective instruction for all learners
  - b) Intervenes early
  - c) Provides MTSS w/the following:
    - i. Implements effective instruction for all learners
    - ii. Intervenes early
    - iii. Intense individual interventions

# A Model for School-Wide Support

- **Tier One**: Appropriate, Effective, and Evidence Based
- **Tier Two**: Explicit Instruction, Rapid Response & Team Collaboration
- **Tier Three**: Individualized Learning Goals, Team Collaboration, Systematic & Explicit Instruction
- **All Supported Consistently with:**
  - ✓ Job Embedded Professional Development, PLCs
  - ✓ Collaborative Coaching & Modeling
  - ✓ Feedback & Communication
  - ✓ Routine Progress Monitoring: Formative & Summative
  - ✓ Culturally Responsive Teaching Practices



## Sub-Section 3: MTSS Continued - 2

### Key Points

Implements MTSS 4-8; if not a 4-8 entity, **then all grades it operates**

- d. Monitors pupil progress to inform instruction
- e. Uses data to make instructional decisions
- f. Uses assessments including universal screening, diagnostics, and progress monitoring

## Sub-Section 3: MTSS Continued - 3

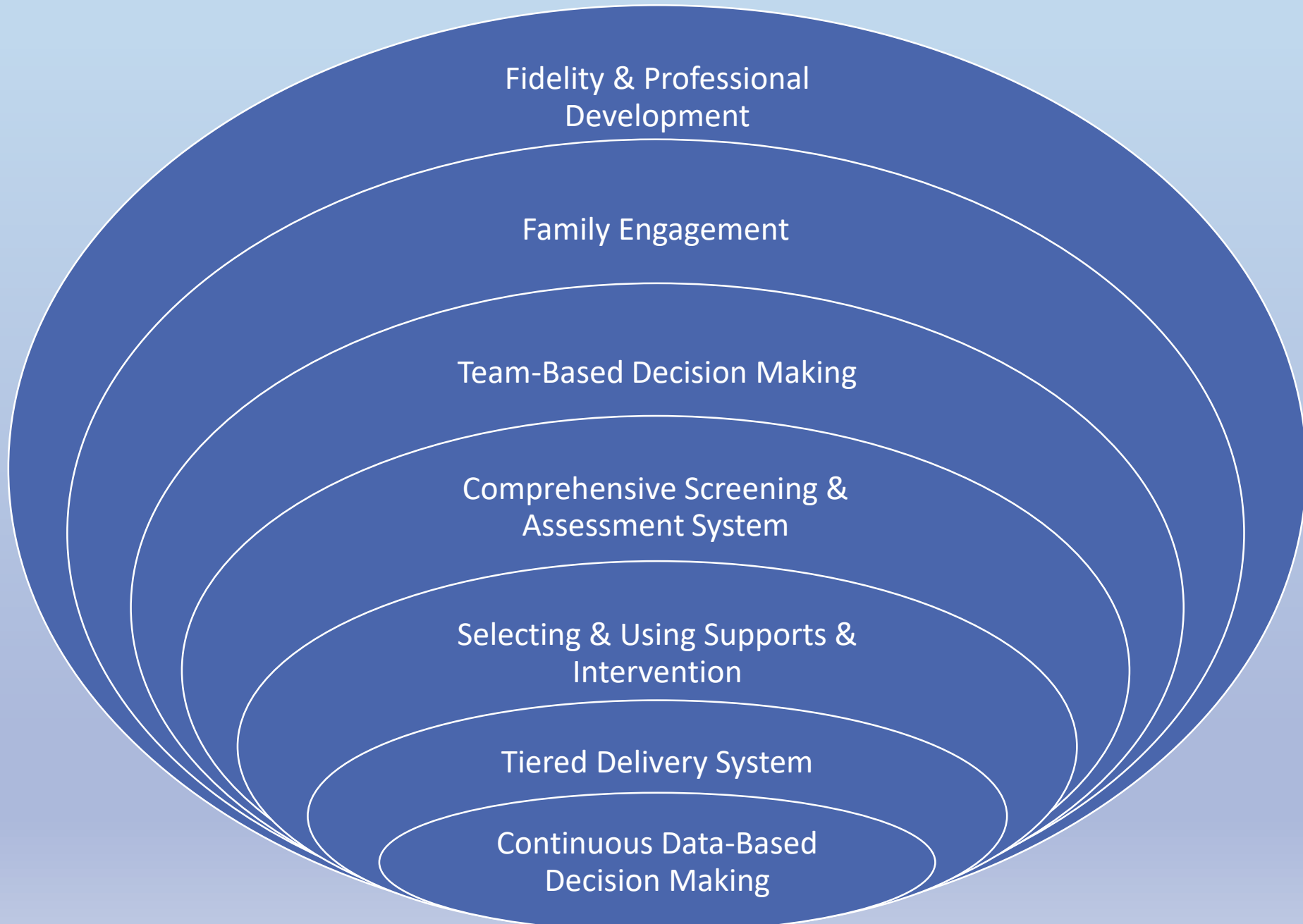


### Key Points

Implements MTSS 4-8; if not a 4-8 entity, **then all grades it operates**

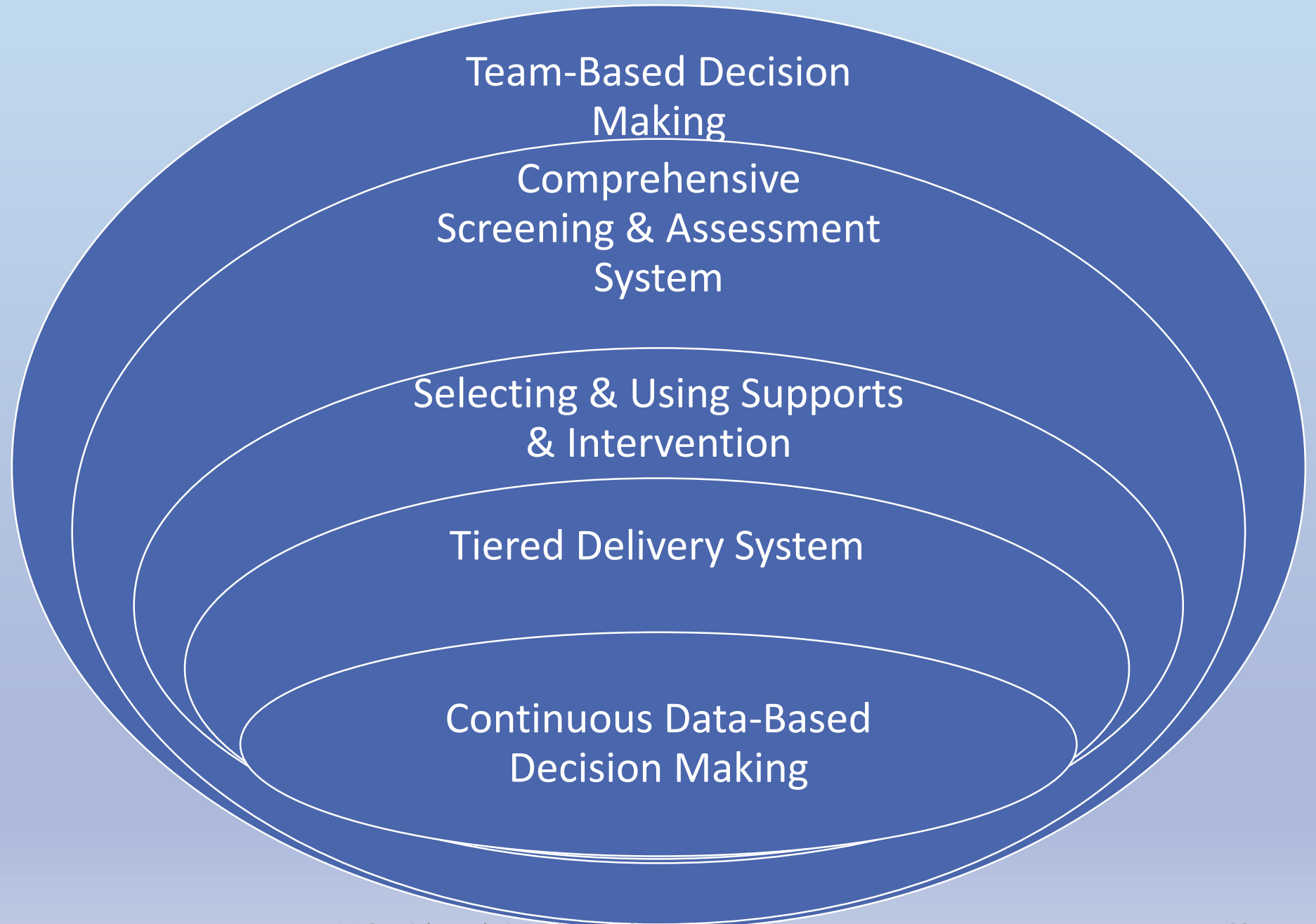
- g. Engages families and the community
- h. Implements evidence-based, scientifically validated instruction and intervention
- i. Implements instruction and intervention practices with fidelity
- j. Uses a collaborative problem-solving model

# Implementing a Multi-Tiered System of Supports

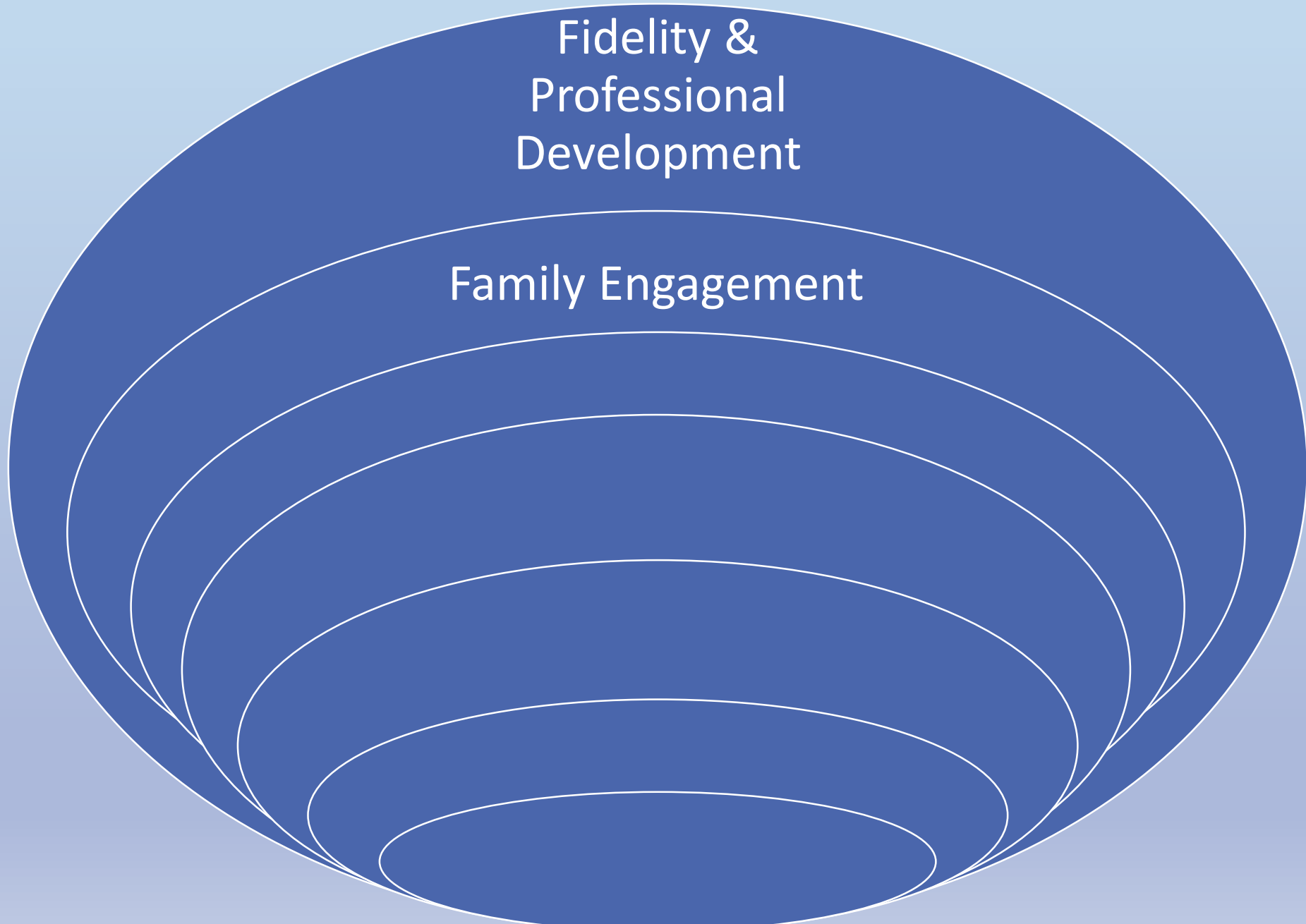




# Implementing a Multi-Tiered System of Supports



# Implementing a Multi-Tiered System of Supports



**Every system is perfectly  
aligned for the results it gets.**

## Sub-Section 3: MTSS Thought Partners...



### Implications – This is the core...

- Do you have a MTSS established or started in your LEA?
- How are you meeting all learner needs?
- How are you implementing a MTSS and monitoring for fidelity and success?
- How are you using data?
- How are you engaging families and communities?
- Do you have a collaborative problem-solving process?

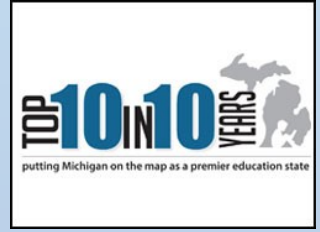
## Sub-Section 3: MTSS



MDE is in the process of developing further MTSS guidance

- Inclusive of the ten criteria from Section 31a
- Section 31a Monitoring Indicator Guide and Companion Guide Rubrics (Draft)

## Sub-Section 4: Allocation



### Key Points

- For each pupil determined to be economically disadvantaged,
- By the fifth Wednesday after the pupil membership count day of the immediately preceding fiscal year,
- An amount per pupil equal to **11.5% of the statewide weighted average** foundation allowance.

### Implications

- What are your procedures for identifying economically disadvantaged – FREE & REDUCED?
- Who is responsible for making sure this information is uploaded correctly and timely into Michigan Student Data System (MSDS)?

# Sub-Section 19 (d): Definition of Statewide Weighted Average Foundation Allowance



## Key Points:

- **Definition of Statewide Weighted Average Foundation Allowance:**
  - Add together each district's/public school academy's foundation allowance per pupil (under Section 20)
  - Divide that total by statewide number of pupils in membership
  - A district's foundation allowance shall not exceed the basic foundation allowance under Section 20 for the current school year

## Sub-Section 5: Use of Funds



### Key Points

- Instructional programs
- Direct non-instructional services: medical, mental health, counseling services for at-risk pupils
- School health clinics (i.e. school nurse)
- School security (not more than 20%) for district/public school academy in which at least 50% of the pupils in membership were determined economically disadvantaged
- Can be conducted before/after school day; extended school year (i.e. summer)



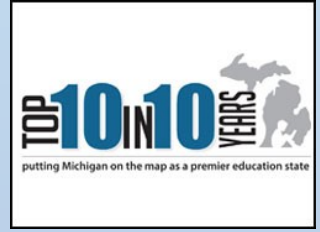
## Sub-Section 5: Use of Funds - Continued



### Implications

- How do you know these programs/services are impacting your At-risk students' achievement?
- What is your return on investment?
- What are your data tracking and analyses methods for these programs/services to support their existence?
- How do you know what your K-12 priorities are?

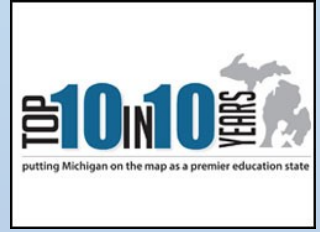
## Sub-Section 5: Expected Outcomes Thought Partners...



### Implications

- What is your process for analyzing data for the sub-groups (ED, EL, academically At-risk)?
- How do you identify and evaluate programs/interventions in place to close this gap?

## Sub-Section 5: Expected Outcomes Thought Partners...



### Implications

- What supports do you have in place/need to consider having in place to support these students?
- How do you identify and evaluate programs/interventions in place to ensure 50% at-risk are proficient? 50% of your Grade 11 students are career and college ready? What is your data analysis telling you? Is progress to this end being made?

## Sub-Section 5: Expected Outcomes – Attendance - Thought Partners...



### Implications

- What is your parent notification policies and procedures for attendance?
- Who is responsible for staying on top of this?
- How does the school engage parents/families to improve attendance?

## Sub-Section 6: Use of Funds – School Breakfast



### Key Points

- If School Breakfast Program (section 1272a of the revised school code, MCL 380.1272a)...
- Shall use from the funds received under this section an amount, not to exceed \$10/pupil **as necessary**

### Implications

- Do you have a Breakfast Program?
- If so, is monetary support necessary?
- If yes...you **have** to use some monetary amount toward your Breakfast Program

## Sub-Section 7: Allocation



### Key Points

- There are funds allocated in Sub-Section One to support **primary health care services** for children from birth to 21
- Funds expended in a form and manner determined jointly by MDE and DHHS

## Sub-Section 8: Use of Funds – Vision/Hearing Screenings



### Key Points

- A portion of Section 31a funding is set aside to cover the state portion of the hearing and vision screenings
  - Local public health department pays at least 50% of total cost of screenings.
- Funds shall be awarded in a form and manner approved jointly by MDE and DHHS

# Sub-Section 9: Annual Program Report



## Key Points

- Each district/school submits fiscal report by July 15
- Form provided by MDE
  - A description of program and services performed.
  - Amount of funds for these programs and services.
  - Total number of at-risk pupils served by these programs and services
  - Data necessary for the MDE/departments of health and human services to verify matching funds for the Temporary Assistance for Needy Families' (TANF) program



# Sub-Section 9: Annual Program Report Continued - 1



## Key Points

- MDE shall ensure districts/schools are allowed to make any expenditures that are permissible under this section.
- If district does not comply:
  - Department shall withhold an amount equal to the August payment until compliance
  - If the district/public school academy does not comply by the end of the State fiscal year, the withheld funds shall be forfeited to the School Aid Fund.

# Sub-Section 9: Annual Program Report Continued - 2



## Implications

Collaboration/Team approach when completing

- Do the people completing the report understand the intent and purposes?

New report format:

- Aligned to revised Michigan State legislation
- Validates/Demonstrates MTSS implementation - data-based decision making, fluidity of tiered system of support, strength of tier 1/core instruction
- Provides necessary information for reporting to DHHS and the Legislature

# Sub-Section 9: Annual Program Report

## Carry-over Funding Example – District 1234



### Actual Allocation

- 2013-14 = \$392,456
- 2014-15 = \$374,851
- 2015-16 = \$482,805
- 2016-17 = \$519,000

Increasing Each Year

### Amount of Allocation Not Spent in Year One

- 2013-14 = \$310,697 (80%)
- 2014-15 = \$367,573 (98%)
- 2015-16 = \$461,737 (96%)
- 2016-17 = \$461,771 (89%)

### Amount of Allocation Not Spent Over Two Years

- 2013-14 = \$5,447 (1%)
- 2014-15 = \$29,959 (8%)
- 2015-16 = \$115,544 (24%)
- 2016-17 = TBD

Increasing Each Year

## Sub-Section 9: Unintended Consequences



Let's think about....

- Spending your allocations, intentionally and thoughtfully to make the biggest impact on student achievement.
- Using resources effectively and efficiently to leverage the most change.
- Ensuring that implementation is taking place with fidelity with consistent feedback and communication with all stakeholders.

## Sub-Section 10: Audits



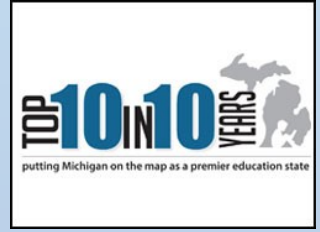
### Key Points

- The Department will complete audits:
  - On-site reviews
  - Desk reviews
- The district will provide reimbursement for disallowances found in audit

### Implications

- We want to hear what is going well
- We want to help guide discussion about what your processes are, what's in place, why, and are these yielding the achievement results – Return on Investment
- Triggering a Desk Review and/or OSR

## Sub-Section 12: Proration



### Key Points

- The Department will prorate if necessary
- Proration will be an equal percentage per district

### Implications

- Do you have a plan to cover costs, maintain supports and services should there be a proration?

## Sub-Section 13: School Dissolution



### Key Points

- If a district is dissolved, the intermediate district shall determine the estimated number of pupils that are economically disadvantaged and that are enrolled in each of the other districts within the intermediate district.
- The intermediate district will provide that estimate to the department for the purposes of distributing funds under this section.
- Within 60 days of district being dissolved.

### Implications

- Do you have a solid communication plan with your ISD?

## Sub-Section 14: Accountability



### Key Points

- **Beginning in 2018-19**
- If LEA does not demonstrate to the MDE's satisfaction that at least 50% of **At-risk** pupils are proficient in ELA by the end of Grade 3 (state assessment for the immediately preceding school year).
  - SHALL: determine proportion of **total At-risk** pupils for Grade 3 that did not meet ELA proficiency by the end of Grade 3.
  - SHALL expend that same proportion multiplied by .5 of its total 31a at-risk funds on tutoring and other methods of improving grade 3 ELA proficiency.
- **AND**



## Sub-Section 14: Accountability Continued - 1

### Key Points - Continued

- **Beginning in 2018-19**
  - Does not demonstrate to the satisfaction of the department improvement over each of the 3 immediately preceding school years in the percentage of **At-risk pupils** that are college-career ready as determined by proficiency on the ELA, mathematics, and science content area assessments on the grade 11 summative assessment (section 1279g (2) (a) of the revised school code, MCL 380.1279g)

## Sub-Section 14: Accountability Continued - 2



- **Key Points - Continued**
- **Beginning in 2018-19**
  - SHALL: determine proportion of total At-risk pupils not career and college ready as measured by the student's score on the ELA, mathematics, and science content area assessments
    - SHALL expend that same proportion multiplied by 50% of its total 31a At-risk funds on tutoring and other methods of improving scores on the college entrance examination portion of the MME

## Sub-Section 14: Implications Example



### Implications

- Percent of **Total At-risk** students not proficient multiplied by half of Section 31a allocation = Amount to spend on tutoring and other methods for improving grade 3 ELA proficiency/scores, AND on Grade 11 ELA, mathematics, and science portion of the state assessment.

## Sub-Section 14: Implications Example



### Example District 1234

- Current Allocation = \$276,731 X (.5) of Allocation = \$138,365
- Percent of 3<sup>rd</sup> Grade At-risk students NOT proficient on ELA = 82.5%
  - \$138,365 X 82% = \$113,459 dedicated to 3<sup>rd</sup> Grade ELA proficiency
- Percent of 11<sup>th</sup> Grade At-risk students NOT proficient ELA, mathematics and science = 58.3%
  - \$138,365 X 58% = \$80,251 dedicated to 11<sup>th</sup> Grade ELA, mathematics and science proficiency
- **\$193,710 (70% of Current Allocation) = 2018-19 Grand Total to Spend on Tutoring/Other Methods to Achieve Proficiency**

# Sub-Section 14: Implications Thought Partner...



## Implications

- Are you tracking current progress toward 50% At-risk population proficiency on 3<sup>rd</sup> Grade ELA; improved proficiency on CCR?
- Are you prepared to change/add what you are doing – overall budget ramifications?
- ( $\% \text{ At-risk not proficient} \times 0.5 \text{ of Section 31a allocation} = \text{Amount to spend on tutoring and other methods of improving grade 3 ELA proficiency}$ )

AND

- ( $\% \text{ At-risk not proficient} \times 50\% \text{ of 31a Section allocation} = \text{Amount to spend on tutoring and other methods of improving scores on the college entrance portion of the Michigan merit examination}$ )

# Sub-Section 15: Total At-Risk Definition

## Key Points

- Definition of **Total At-risk** pupil is the sum of:
  - The number of At-risk pupils in grade 3 that are not proficient in ELA by the end of 3<sup>rd</sup> Grade (MSTEP).

## AND

- The number of At-risk pupils in grade 11 that are not career and college ready based on ELA, mathematics, science content scores on grade 11 summative assessment (MCL 380.1279g).

## Implications

- Accountability Factor based on this
- Identified At-risk students in grades 3 and 11



# Sub-Section 16: Use of Funds – Anti-Bullying/Crisis Intervention



## Key Points

- May provide an anti-bullying or crisis intervention program

## Implications

- If you are supporting an anti-bullying and crisis-intervention program with Section 31a funding:
  - Is it evidenced-based?
  - Are you monitoring for fidelity of implementation based on evidenced-based practices?
  - Are you monitoring programs to determine impact on achievement?

# Sub-Section 17: Use of Funds – Pathways to Potential success



## Key Points

- MDE collaborates with DHHS
- Prioritizes assigning Pathways to Potential Success coaches to elementary schools with a high percentage of students in grades K-3 not proficient in ELA, based upon state assessments for pupils in those grades

## What is their role?

- Success Coaches partner with school districts to improve:
  - Chronic absenteeism
  - Graduation Rate
  - Career and College Readiness
  - Parent & Community Engagement



## Sub-Section 18: Eligible Pupils – Community District



### Key Point:

- For 2017-18, the number of Economically Disadvantaged, the pupils enrolled in achievement system for 2016-17 will be considered to have been enrolled in the community district for 2016-17.

# **MDE Contact Information**

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